

MISSOURI'S

Framework for
Curriculum Development

In

Social Studies

K-12



Missouri Department of Elementary and Secondary Education
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Further Acknowledgments:

Missouri's Frameworks for Curriculum Development have been reviewed by over 200 district Professional Development Committees, members of professional organizations of the various disciplines, vocational and special education teachers, members of the State Board of Education, and board members of the Missouri School Boards Association and the Missouri Congress of ETA. Subsequently, many of the suggestions offered by these reviewers have been incorporated into the Frameworks.

Additional copies of *Missouri's Frameworks for Curriculum Development* may be ordered for Communication Arts, Fine Arts, Health Education/Physical Education, Mathematics, Science, Social Studies, and Integrating Curriculum. Check the Missouri Department of Elementary and Secondary Education (DESE) Home Page at: <http://services.dese.state.mo.us/divinstr/curriculum/index.html>

“There is no easy way to be an American. It requires more than being born in this nation, or choosing to be a citizen. It requires participating as individuals. It means learning and thinking and deciding. No nation in the world requires so much of its people as ours does. No people anywhere have so much responsibility for their own lives and their own futures. If we do not use those responsibilities with the same vigor with which we demand our freedoms, both will vanish.”

(Jean Otto, Associate Editor, *The Rocky Mountain News*)

Source: Robert J. **Wagman**. (1991). *The First Amendment Book*. Pharos Books, A Scripps Howard Company, 200 Park Avenue, New York, New York 10016, p. 42. (Permission to use this quotation was granted by Mr. **Wagman**, who owns the copyright and all rights to the book.)

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PREFACE

In recent years, people from all walks of American life have participated in wide-ranging discussions about the direction of American education. While the situation is not as dire as some critics would have us believe, there is clearly a need for the review of current school organization, curricula, teaching practices and academic standards for students. As a result of these discussions, many legislators, educators, parents, and business leaders across the nation have initiated projects designed to develop high academic standards in safe learning environments for all students. The Show-Me State is no exception.

A Vision for Missouri Schools

In charting a path for the future of Missouri public schools, a common vision of what that future looks like is an essential first step. These schools must be physically and intellectually safe places for students. In these schools we believe all students are capable of learning and are challenged by high expectations. To meet this challenge, students must have a solid foundation of basic knowledge and skills. In addition, they must also be able to apply what they know.

To support the development of such students, teachers actively engage them in exploring, analyzing and understanding the world. Learning is interesting, hands-on and has real applications that are important to students. We recognize that students learn better, remember more, and develop deeper understandings of both knowledge and thinking processes if they have the opportunity to actively explore content and concepts. They view learning as the on-going process of extending and fine tuning their ideas and understanding through application. As a result, they take responsibility for their own learning, see its worth and make connections to the world beyond the classroom.

In addition, teachers and administrators in these communities see themselves as learners. They gain greater insight into their profession from their experiences among their students and in contact with their colleagues. They constantly seek to extend their knowledge and expertise, and frequently engage in professional development activities to deepen their professional skills and understanding.

The schools we envision also involve parents, business leaders and interested citizens in a multitude of educational activities. In turn, these people accept the responsibility for supporting and nurturing the learners within the school and see themselves as an important part of the learning community.

The Outstanding Schools Act

The passage of the Outstanding Schools Act in 1993 signaled Missouri's commitment to a public school system that purposefully prepares young people for the 21st century and assures our state's continued economic vitality. The Show-Me State has issued an ambitious, common-sense agenda by setting challenging academic standards for all students, by supporting professional development of educators to improve the quality of curriculum and instruction, and by providing more equitable funding for public education. In addition, the Outstanding Schools Act calls for increased accountability in improving student academic performance for all of Missouri's public school districts and school buildings. In summary, it addresses the following initiatives:

The Show-Me Standards—a set of 73 rigorous standards—intended to define what students should know and be able to do by the time they graduate from Missouri's public high schools;

Curriculum Frameworks—frameworks for curriculum development in communication arts, fine arts, health and physical education, mathematics, science, social studies and curriculum integration—intended to provide assistance to districts in aligning local curriculum with the Show-Me Standards;

A New Statewide Assessment—a new assessment system of performance events and multiple choice and short answer questions—intended to provide an indication of how well students are meeting the Show-Me Standards and how well they compare academically with other students across the nation;

Professional Development for Educators—one percent of the local district's basic state aid and one percent of the state educational budget to be set aside to support professional development—intended to improve student performance through improving the performance of educators; and

Professional Standards for New Educators—professional standards defining what graduating pre-service teachers should know and be able to do as certificated

Missouri teachers—intended to ensure that there is a strong link between teacher preparation and the expectations of the school community.

Strategies for Including All Students

We believe virtually all students are able to learn, even though all students are not succeeding in school. Many of them fall behind and leave school before graduation. These strategies help all students become more engaged in learning:

- Use a multisensory approach to teaching and learning, including auditory, visual and hands-on techniques
- Present concepts in several ways, linking them to what students already know and checking frequently for understanding
- Model learning strategies and encourage students to talk about their own thinking and learning processes
- Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches, and computer generated flowcharts, spread sheets, and databases, etc.
- Encourage students to use technology as a user-friendly tool for learning
- Use questions and approaches that require inquiry, problem solving and the synthesizing of ideas
- Provide equal opportunities for all students to participate in class activities
- Adapt materials to accommodate students with special needs
- Provide real-life and work applications of what students should know and be able to do
- Develop a classroom assessment program that allows all students to show what they know and can do

Technology in Missouri Education

The Outstanding Schools Act also provides funding through technology grants for districts to obtain and access the latest technologies. The Show-Me Standards emphasize understanding and use of technology as a tool for learning, and *Missouri's Frameworks for Curriculum Development* suggest many ways to incorporate the use of technology in the classroom. Because students learn and demonstrate knowledge in a variety of ways, technologies can help teachers accommodate the learning and presentation styles of each student, keep students on task, provide individualized assistance and support students who must be absent from class.

Technology also plays a major role in adequately preparing students for continuous learning and for the workplace. More households are becoming dependent on technology (such as subscribing to on-line banking and informational services and operating computers, VCRs, CD-ROMs and voice mail). Growing numbers of jobs require an understanding or use of technology. In fact, we cannot imagine the impact technology will have on the lives of our children and grandchildren.

An important outgrowth of technology in our schools is that it may also enhance the local economy by encouraging schools and communities to share technologies and training. Through the Outstanding Schools Act, our students and other community members will have opportunities to become technologically literate.

The Missouri School Improvement Program

The Missouri School Improvement Program (MSIP) provides additional support to these measures by requiring districts to have a long-range plan for ongoing curriculum development and revision, to develop written curriculum guides for all curricular areas, and to implement the stated curriculum. In the second cycle of reviews (1996-2001), MSIP teams will evaluate whether a district's written curriculum addresses the Show-Me Standards. Curriculum guides for at least one content area must be revised to reflect the Show-Me Standards one year after the adoption of *Missouri's Frameworks for Curriculum Development* by the State Board of Education. Guides for the six content areas contained in the frameworks must be revised to address the Show-Me Standards by the start of the 2000-2001 school year. In planning for curriculum development and revision, districts may wish to consider the Department's schedule for implementation of the new assessment system:

Mathematics	Spring 1997
Communication Arts	Spring 1998
Science	Spring 1998
Social Studies	Spring 1999
Health/Physical Education	Spring 2000
Fine Arts	Spring 2000

The first administrations of the mathematics, communication arts, and science assessments will be voluntary. Districts will be required to administer the new mathematics assessment in 1998 and the new **communication** arts and science assessments in 1999. At the time each test is required, the *Missouri Mastery and Achievement Test* (MMAT) will no longer be used to collect state achievement data. The remaining subject areas will be required as noted in the above list.

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Important curricular areas not included in the state assessment, such as foreign languages and practical arts, will find that the Show-Me Standards encompass knowledge and skills that are applicable for their students as well. In fact, the Show-Me Standards should be integrated throughout the entire K-12 curriculum so that all high school graduates will be better prepared to meet the challenges of the 21st century.

The Show-Me Standards

The Outstanding Schools Act requires that the State Board of Education oversee the development of “not more than 75 academic performance standards.” The Show-Me Standards, developed over a period of two years with input from teachers, school officials and citizens, are the result of this mandate. There are 40 **knowledge (content) standards** that provide a solid foundation of knowledge in communication arts, fine arts, health and physical education, mathematics, science, and social studies.

Business and higher education communities have pointed out that, in general, students are graduating with some factual knowledge, but they are not skilled in abstract thinking, problem solving, and working cooperatively or collaboratively. Students need practice in integrating, applying and transferring what they are learning in one context or content area to new and different situations. To remedy this, the Missouri teachers who developed the Show-Me Standards proposed 33 **performance (process) standards**. **These** standards include important process skills that students should master in order to successfully gather, analyze and apply information and ideas; communicate effectively within and beyond the classroom; recognize and solve problems; and make decisions and act as responsible members of society. (The Show-Me Standards follow this Preface.)

While intended to establish higher expectations for all of Missouri’s students, the 73 Show-Me Standards do not represent everything a student should or will learn. Graduates who meet these standards, however, should be well-prepared for further education, work, and civic responsibilities.

The Department of Elementary and Secondary Education believes that the preservation of local control is a hallmark of the Outstanding Schools Act. Local school districts have the authority, the ability and the resources to develop rigorous and challenging curriculum that will prepare their students to be successful in the 21st century. The Department’s role is to support districts in this endeavor, helping them carry out this task by offering technical assistance, professional development opportunities, and new technologies. Each school district must determine how its curriculum will be structured and which methods to use to implement that curriculum in the classroom. We believe that local educators, parents, employers, and community leaders know best how to incorporate the Show-Me Standards into their districts’ curricula to meet the needs of their students.

Missouri's Frameworks for Curriculum Development

Missouri's *Frameworks for Curriculum Development* in communication arts, fine arts, health and physical education, mathematics, science, social studies, and curriculum integration acknowledge that teachers will bring the vision, ideals and principles of the Show-Me Standards into their classrooms in exciting and innovative ways. The role of the frameworks is to provide districts with a "frame" for building curricula using the Show-Me Standards as a foundation. District curriculum guides furnish the interior curriculum plan and appropriate instruction. District guides probably are not organized in the same way as the six content frameworks. The good news is that they do not have to be. In fact, although the frameworks use a three-column format ("What All Students Should Know," "What All Students Should Be Able to Do," and "Sample Learning Activities"), the committees who wrote the frameworks approached their task in ways that best appeared to fit their particular content areas. For example, the social studies framework is organized around important questions; communication arts, around the four goals of the Show-Me Standards; and science, around the knowledge standards. Each group of framework writers had valid reasons for their organizational plan, just as curriculum developers in each district will and should. Similarly, local curriculum guides should be in a format that is the most useful for the district's teachers.

As the writers worked on developing the frameworks, they asked themselves questions that are very similar

to what local curriculum developers must ask: How do we see the Show-Me Standards playing out in this content area and across the curriculum? Are there important areas addressed by the standards that are not included in our current curriculum and how should we address these? Are we presenting a balanced curriculum, K-12? Are we giving students opportunities to apply in real situations the knowledge they have learned? How will the emphasis on what students know and are able to do change instruction, or will it? Do our assessments model and support the taught curriculum? In essence, the framework writers have tried to make the work of local curriculum committees easier by establishing a relationship between the Show-Me Standards and the K-12 curriculum in the six content areas. For some districts this step is unnecessary; for others, it will help give much needed direction.

Curriculum Frameworks Are Resources-

- To assist districts in developing curriculum consistent with the Show-Me Standards
- To indicate what students should know and be able to do by the end of grades 4, 8 and 12.
- To support teachers in providing high-quality learning experiences for all students
- To suggest examples of hands-on, real-world activities and classroom performance assessments
- To suggest effective learning and teaching strategies supported by research and practice
- To initiate discussions concerning curriculum integration within and across classrooms
- To provide examples of quality student work requiring knowledge and application of that knowledge

Curriculum Frameworks Are Not-

- Not required by law for district use
- Not detailed lesson plans or curricula
- Not items on which all students must be tested
- Not directives for uniform programs or textbook adoption
- Not mandates for inclusion of specific teaching methods or programs
- Not a format that all district curriculum guides must follow

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In addition, the frameworks provide indicators of what students should know and be able to do by the end of grades 4, 8 and 12. They contain suggested resources, discussions of issues and current practices, and examples of quality student work. Many of the suggested activities encourage an integrated, interdisciplinary curriculum. In fact, the final section of *Missouri's Frameworks for Curriculum Development* provides a discussion of how districts might begin to explore the advantages of curriculum integration.

Meeting the Challenge

We know that, in most cases, the level of expectation and the interest of the students determine the level of performance. When schools set high standards and provide access to meaningful curriculum for every learner, students and teachers flourish. Success for all students is not a dream but a reality.

With the advent of the 21st century, we are on the threshold of more life-changing events than we can ever imagine. Computers and technology are making our lives both more productive and more complex. The Internet, fax machines, fiber-optic networks, and voice mail are changing the ways we communicate and do business. Information on every topic is readily available at the push of a button. Two bread-winners per family are the norm rather than the exception. Workers can no longer select a particular career and expect to do the same job in the same way year after year. As citizens, we must be prepared to make important decisions which will affect the lives of future generations in positive ways. The challenge we face now is how to educate our children to be successful as individuals and as members of society in a world that most of their grandparents would not even recognize. Working together, we can do it. What an exciting time to be involved in the education of Missouri's students!

THE SHOW-ME STANDARDS

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100

PERFORMANCE (PROCESS) STANDARDS

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

- 1.1 develop questions and ideas to initiate and refine research
- 1.2 conduct research to answer questions and evaluate information and ideas
- 1.3 design and conduct field and laboratory investigations to study nature and society
- 1.4 use technological tools and other resources to locate, select and organize information
- 1.5 comprehend and evaluate written, visual and oral presentations and works
- 1.6 discover and evaluate patterns and relationships in information, ideas and structures
- 1.7 evaluate the accuracy of information and the reliability of its sources
- 1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
- 1.9 identify, analyze and compare the institutions, traditions and art forms of past and present societies
- 1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2.2 review and revise communications to improve accuracy and clarity
- 2.3 exchange information, questions and ideas while recognizing the perspectives of others
- 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences
- 2.5 perform or produce works in the fine and practical arts
- 2.6 apply communication techniques to the job search and to the workplace
- 2.7 use technological tools to exchange information and ideas

SHOW-ME STANDARDS

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

- 3.1 identify problems and define their scope and elements
- 3.2 develop and apply strategies based on ways others have prevented or solved problems
- 3.3 develop and apply strategies based on one's own experience in preventing or solving problems
- 3.4 evaluate the processes used in recognizing and solving problems
- 3.5 reason inductively from a set of specific facts and deductively from general premises
- 3.6 examine problems and proposed solutions from multiple perspectives
- 3.7 evaluate the extent to which a strategy addresses the problem
- 3.8 assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

- 4.1 explain reasoning and identify information used to support decisions
- 4.2 understand and apply the rights and responsibilities of citizenship in Missouri and the United States
- 4.3 analyze the duties and responsibilities of individuals in societies
- 4.4 recognize and practice honesty and integrity in academic work and in the workplace
- 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
- 4.6 identify tasks that require a coordinated effort and work with others to complete those tasks
- 4.7 identify and apply practices that preserve and enhance the safety and health of self and others
- 4.8 explore, prepare for and seek educational and job opportunities

KNOWLEDGE (CONTENT) STANDARDS

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of and proficiency in

- CA 1 speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
- CA 2 reading and evaluating fiction, poetry and drama
- CA 3 reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- CA 4 writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
- CA 5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multimedia productions)
- CA 6 participating in formal and informal presentations and discussions of issues and ideas
- CA 7 identifying and evaluating relationships between language and culture

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- FA 1 process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
- FA 2 the principles and elements of different art forms
- FA 3 the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
- FA 4 interrelationships of visual and performing arts and the relationships of the arts to other disciplines
- FA 5 visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- HP 1 structures of, functions of, and relationships among human body systems
- HP 2 principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
- HP 3 diseases and methods for prevention, treatment and control
- HP 4 principles of movement and physical fitness
- HP 5 methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
- HP 6 consumer health issues (such as the effects of mass media and technologies on safety and health)
- HP 7 responses to emergency situations

SHOW-ME STANDARDS

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- MA 1 addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
- MA 2 geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
- MA 3 data analysis, probability and statistics
- MA 4 patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
- MA 5 mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
- MA 6 discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- SC 1 properties and principles of matter and energy
- SC 2 properties and principles of force and motion
- SC 3 characteristics and interactions of living organisms
- SC 4 changes in ecosystems and interactions of organisms with their environments
- SC 5 processes (such as plate movement, water cycle, airflow), and interactions of Earth's biosphere, atmosphere, lithosphere, and hydrosphere
- SC 6 composition and structure of the universe and the motions of the objects within it
- SC 7 processes of scientific inquiry (such as formulating and testing hypotheses)
- SC 8 impact of science, technology, and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- SS 1 principles expressed in the documents shaping constitutional democracy in the United States
- SS 2 continuity and change in the history of Missouri, the United States and the world
- SS 3 principles and processes of governance systems
- SS 4 economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
- SS 5 the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
- SS 6 relationships of the individual and groups to institutions and cultural traditions
- SS 7 the use of tools of social science inquiry (such as surveys, statistics, maps, documents)